



CRICKLADE MANOR PREP SCHOOL & NURSERY

Personal, Social, Health and Economic (PSHE) Education and Relationship and Sex (RSE) Education Policy

(incorporating fundamental British Values and Spiritual, Moral, Social and Cultural Education)

Whole School	Reviewed	Next Review	Signed
Yes (including EYFS)	09/19	09/20	<i>CB</i>
es (including EYFS)	11/20	09/22	<i>CB</i>
Yes (including EYFS)	04/21	04/22	<i>CB</i>
Yes (including EYFS)	04/22	01/24	<i>CB</i>
Yes (including EYFS)	09/22	09/24	<i>CB</i>

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Members of staff responsible for PSHE Education: Harriet Dismorr

Line Manager (Member of SLT): James Barton

1. How this Policy was developed

This policy was written by James Barton and Harriet Dismorr after consultation with parents, teachers and other school staff, governance and the pupils at Cricklade Manor Prep. We will listen and respond to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

2. Legal requirements of schools

It is a requirement for all Private schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

We at Cricklade Manor Prep school acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision. We also refer to the Equality Act (2010) and have regard for the Protected Characteristics as listed. These are covered within our relationships education lessons.

3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing children who develop a love for learning and gain the confidence and capability to fulfil their potential. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;

4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.
9. To enable pupils to make wise and sensible decisions knowing that these can affect both themselves and others.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

4. How PSHE education, including Relationships Education, is provided and who is responsible for this

At Cricklade Manor Prep school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices¹. It covers all of the DfE's new statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we work with the local Police Community Support Officer (PCSO) to deliver material on online safety, sexting and healthy relationships and preparing for secondary schools. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme. Our senior pupils carry out charity work within the local community, for example delivering mince pies and singing to the older members of the town's Open Door Project.

Our PSHE subject lead, Harriet Dismorr, works in conjunction with teaching staff in each year group, the Nursery Manager and Head of Pre-Prep and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half-termly units provided by SCARF for each year. Weekly discreet PSHE lessons of 50 minutes provide the framework for the curriculum and ensure that the essential topics are covered whilst cross-curricular lessons and themed days off-timetable enrich the curriculum and provide focal points. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. In KS1, Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge. In KS2, children are given pre and post unit assessments which are used to measure the children's knowledge both prior to the start and end of a topic.

5. What is being taught

The SCARF overview (see appendix 1) and medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage as well as an overview of our Science programmes of study are available on request from the Head of PSHE Education.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections and is covered during Personal, social, emotional and development (PSED) sessions and is strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

1. The SCARF programme divides the year into 6 themed units:
2. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
3. Valuing Difference: a focus on respectful relationships and British values;
4. Keeping Myself Safe: looking at keeping ourselves healthy and safe
5. Rights and Responsibilities: learning about money, living the wider world and the environment;

6. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
7. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

As discussed and agreed at the previous parent consultation, it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

6. How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found online.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead (*James Barton, Director of Pastoral Care*). Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

7. How PSHE education is monitored, evaluated and assessed

We use three methods of monitoring and assessing learning within PSHE at Cricklade Manor Prep School:

- PSHE Floor books – children add their own ideas.
- Verbal informal assessment based on children’s discussions and own ideas.
- Formal Assessment (see below)

EYFS

In both The Nursery and in Reception, PSED is assessed by the room leader or class teacher in the form of regular informal observations which are measured against the ‘Development Matters’ aims. Once an aspect of these aims are met for pupils, these are highlighted and areas for development are given for that child which are published via Tapestry for the parents to view.

Key Stage 1

At the end of a unit in Key Stage 1, teachers assess against ‘I can’ statements, which summarise children’s learning against the unit’s key learning outcomes.

Key Stage 2

For each of the six units, pupils carry out a specifically designed pre and post unit assessment activity. Conducted twice, first at the beginning of the unit to determine the children’s’ current knowledge and understanding; and then at the end of the unit, enabling the class teacher to measure progress, record key points and identify areas for further development. Verbal feedback is used by teachers to acknowledge individual’s strengths and provide personalised next steps.

These methods of recording enable the teacher to make an annual assessment of progress for each child, as part of the child’s annual report to parents. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children’s work and of the quality of PSHE/PSED education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE/PSED education and being informed about current developments in the subject.

The PSHE education subject lead gives the Head and governance an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified.

The PSHE education subject lead has specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made. On a termly basis, The Head of PSHE Education meets with The Director of Pastoral Care and The Wishford Director of Education to discuss PSHE/PSED.

8. How the delivery of the content will be made accessible to all pupils

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Learning Support Plans (LSPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils'

awareness of diversity and promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

9. Parental concerns and withdrawal of students

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum. The School will consult with parents whenever a change to the RSE curriculum is considered.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

10. Dissemination of the Policy

This policy has been made accessible to parents, teachers, other school staff and governance through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE / PSED education be required, please contact the PSHE education lead, Harriet Dismorr.

11. Policy Review and Development Plan

The policy will be reviewed every three years, when required by legislation, in consultation with parents, teachers and other school staff, governance and pupils.

After Staff consultation, training will focus on aspects of Relationship and Sex Education and equality, Diversity and Inclusion.

12. Sources of Further Information

This policy has drawn on:

Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)

Creating a PSHE education policy for your school, The PSHE Association (September 2018)

Sex and Relationships Education (SRE) for the 21st Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)

This policy should be read in conjunction with the following:

CMP Safeguarding/Child Protection policy (inc. responding to disclosures)

CMP Confidentiality policy

CMP Anti-bullying policy

CMP Equality, diversity and inclusion policy

CMP Behaviour Policy

DfE 'Keeping children safe in education' (2022)

Useful resources/Appendix

SCARF – policy and planning: templates, guidance, curriculum mapping and assessment tools (available online).

Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>

Appendix 1

Fundamental British Values at Cricklade Manor Prep

At Cricklade Manor Prep we consider it is important for each child to develop a robust set of values and principles in order to prepare them to become good citizens in our multi-cultural society.

To support them in this, we aim to teach a rich and varied curriculum which enables pupils to develop an awareness and knowledge of their British heritage and the religious and culturally diverse country in which they live.

We therefore promote and uphold the British values of democracy, rule of law, individual liberty, mutual respect and tolerance.

DEMOCRACY

Children are involved in democratic processes, e.g. voting for their school councillors, eco-council school representatives and deciding upon their class rules at the beginning of the academic year.

The school council is led by the Director of Pastoral Care who supports the pupils in their adherence to democratic principles.

The pupils benefit from annual visits from the local PCSO who talks to the children about upholding the law and current topic affairs including county lines and online safety.

Upper KS2 pupils learn about voting, how laws are made and our British system of government. They have a virtual tour of the Houses of Parliament and meet with the local MP (James Gray).

Democracy is modelled by all staff, who ensure that all pupils have the right to be heard and listened to.

Assemblies led by the Headmaster, Director of Pastoral Care and the pupils themselves throughout the year, support and highlight the importance of democracy, e.g. International Day of Democracy, looking at lives of significant people - Nelson Mandela and Martin Luther King.

INDIVIDUAL LIBERTY

Pupils are actively encouraged to make safe choices, knowing they are in a safe and secure environment with clear boundaries.

Children are given the opportunity to choose activities and given freedom to work collaboratively with their peers.

Pupil voice is encouraged and children are given the opportunity to question, comment and reflect.

Pupils are taught that everyone has a right to their own opinion and given space to consider their own identity and sense of where they belong.

We celebrate the success of others and their achievements both in and out of school. This is highlighted during the weekly Celebration Assemblies and in the weekly newsletter.

Older pupils are challenged to think about and debate big 'open' questions through the delivery of occasional sessions.

RULE OF LAW

Through PSHE Education, each class establishes a set of rules that they agree to adhere to and forms the basis of the expected behaviour and learning environment in the class.

We have a whole school behaviour policy, that all staff are aware of and pupils understand and follow. We have clear rewards and sanctions, that reflect society as a whole.

Year 6 pupils act as prefects and monitor and direct the younger pupils as they move about school and around the grounds.

Year 6 pupils all have a position of responsibility and organise and undertake various duties and activities throughout the year.

The global citizenship curriculum covers the study of rules and codes that people from different religious communities are expected to live by.

PSHE Education and assemblies throughout the year deliver information to our pupils on the law and why we have rules in society.

Topics such as Safety Awareness and e-safety are covered throughout the school, both internally and by visiting speakers.

MUTUAL RESPECT and TOLERANCE

Our RE curriculum provides a broad and balanced education where experiences from a range of faiths, religions and cultural backgrounds are shared.

Our school is inclusive of all, regardless age, gender, disability, race (including colour, nationality, ethnic or national origin), religious belief or sex.

In our assemblies, opportunities are given for pupils to reflect on Christian values and the teachings of Jesus as examples of how love, tolerance and respect can and should be lived out.

In assemblies we hear stories and celebrate faiths, festivals and cultures from other religions and communities to foster an understanding, respect and tolerance for all people.

Our PSHE Education curriculum embodies values of mutual respect and teaching on relationships and citizenship

Pupils are taught to be polite and respectful at all times, within and outside of school to people of any age or status.

We hold fundraising events throughout the year. These give the pupils an opportunity to consider and respond to others, both home and away in a caring and respectful way.

When participating in sporting activities, our pupils are actively encouraged to demonstrate good sportsmanship to fellow participants.

Appendix 2

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix 3

Themed Days and Key Assemblies to Support Curriculum

Half Termly unit	Me and My Relationships	Value Differences	Keep Safe	Rights and Respect	Being My Best Self	Growing and Changing
EYFS	Police Visit: Trusted Adults	Antibullying Week November Anti-bullying Ambassador Assembly. Green Day: Respecting the Environment. Marine Conservation Online Safety Day / Speak Out Stay Safe (NSPCC)	Police Visit: Trusted Adults		Mental Health Awareness Week	Police Visit: Trusted Adults
Y1			First Aid			
Y2						
Y3						
Y4						
Y5				Police Visit. Online Safety		
Y6	Police Visit Online Relationships			Parliament / council rep.		Police Visit Preparing for Senior School.

	and sending sharing nudes							Exploitation and vulnerability.
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Appendix 4 Online Safety in PSHEE

Year/Half termly unit titles	1 Me and my Relationships	2 Valuing differences	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS			Keeping Safe Online			
Y1			Sharing Pictures			
Y2				Playing Games		
Y3			Super Searcher	Recount tasks	I am fantastic	None of your business
Y4	Under Pressure	That is such a stereotype	Keeping ourselves safe Raisin challenge (2) Picture wise	In the news		
Y5		Is it true?	Spot bullying Play, like, share Decision dilemmas	What's the story? Fact or opinion?	Star qualities	
Y6			Think before you click! To share or not to share?	Two sides to every story Fakebook friends		Media Manipulation

Cross Reference Key to Be Internet Legends Curriculum

	Sharp – Think before you share
	Alert – Check if it's real

	Secure – Protect your stuff
	Kind – Respect Each Other

	Brave – When in doubt, discuss
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Online Safety Coverage in Computer Science

Year/Half termly unit titles	1	2	3	4	5	6
Y1	Technology Around Us: Using a computer responsibly					

Y2	Technology Around Us: Using IT safely					
Y3						
Y4		The Internet: Can I believe what I read?				
Y5				Systems and Searching: How are searches influenced?		
Y6		Communication and Collaboration: Communicating Responsibly				

Appendix 5

Statutory requirements for RSE

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>
Respectful relationships	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

APPENDIX 6

CMP PSHE Relationship Education curriculum overview.

By the end of Nursery, children will:

Play alongside others through role modelling

Take turns in games such as ring games and parachute games

Explain why it is important to keep clean

Recognise trusted adults and play co-operatively with adults

Have had the opportunity to resolve situations of conflict

By the end of Reception, children will:

Understand private areas

Name body parts and discuss feelings about growing up

Identify changes that have happened during the course of the year

Recognise differences and how this makes us all special

Identify different emotions and how to deal with feeling sad, happy, angry in a positive way

By the end of Pre-Prep, children will:

Know how to keep clean and look after oneself, hygiene routines such as cleaning teeth

Know what a good friend is and what to do if they are feeling lonely

Recognise that we grow older, understand that babies become children and then adults

Know the names of the main external body parts (including genitalia) and the differences between boys and girls

Know there are different types of families

Know which people we can ask for help if they are worried or upset

Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

Through work in Science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

By the end of Years 3 and 4 children will:

Understand that all families are different and have different family members

Recognise differences between people such as gender, race and faith

Know about the features of a positive healthy friendship, including online

Understand personal boundaries space and that they have a right to privacy

Know the different ways people can be bullied and the consequences of discrimination, teasing and bullying.

Know how to recognise risks online such as harmful content or contacts

Know about the physical and emotional changes that happen in puberty

Know the importance of personal hygiene during puberty

By the end of Years 5 and 6 children will:

Recognise and manage pressure in relationships and understand the term consent

Recognise strategies for managing physical and emotional changes

Know what it means to be attracted to someone and different types of adult relationships

Describe how and why the body changes during puberty in preparation for reproduction

Know when it is appropriate to share personal/private information in a relationship

Know what form of touching is appropriate

Know about the responsibilities of being a parent or carer and how having a baby changes someone's life

Know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults

Explain how and where to get support if a relationship goes wrong

Have considered the protected characteristics including (but not limited to) sexual orientation, sex, gender reassignment.

In Science children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in year 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In year 6 Relationships

and Sex education may be taught as a 'workshop' style day covering aspects of the curriculum that are appropriate to children about to transition to secondary school.

Appendix 7

Parent/ Carer Form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent / Carer		Date	
<p>Specific content and reason for withdrawing from sex education within relationships and sex education</p>			
Parent Signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents / carers including what the child will do instead			
Headmaster Signature			

Appendix 8

Dear Year 6 Parents

Having previously conducted a parent's [consultation evening](#) in 2021 and more recently offered the opportunity for a PSHE (Physical, Social, Health, Economic) education and RSE (Relationship and Sex Education) drop in session, we are confident that, with your support we are preparing your children for life beyond Cricklade Manor Prep.

It has now been agreed that it is appropriate for CMP to introduce Sex Education as part of the Year 6 curriculum in the Summer term prior to their transition to senior school. Delivering Sex Education content and specifically the scientific process of human reproduction and birth, in a safe environment with staff and pupils they are familiar and comfortable with, will enable important knowledge to be gained and misconceptions to be dispelled. This will be delivered during Science lessons with Mrs Heywood and supported through the PSHE curriculum delivered by Mr Davies the Year 6 Form Tutor. In addition, guest speakers will provide additional support and information.

Statutory content to be delivered:

What do we mean by Change?

Puberty

How are male children different from adult men?

How are female children different from adult women?

What are sexual characteristics?

Male: production of sperm- links to lowering of testes

Female: ovulation – menstrual cycle (fresh egg every month)

Time of gestation links to development at birth.

Additional Content:

Fertilization: Discuss joining of sperm and egg

Human Fertilisation. Sperm deposited close the egg

Condoms: pregnancy can be avoided

Year 6 Parents and carers have the right to withdraw their child from the additional content. However, we would urge any parents and carers considering withdrawing their child from these lessons to consider what is being taught, how it is being taught and how important this education is for all children. We would be happy to discuss any specific concerns.

Kind regards,

Mr Barton and Mrs Heywood

Appendix 9

Which Parts of the SCARF curriculum include Sex Education?

SCARF educators interpret sex education to mean puberty, conception, contraception, reproduction and birth. All of these themes, with the exception of conception and contraception, are included within either statutory Health Education or National Curriculum Science. The statutory RSHE guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse and IVF as well as some information about condoms in our Year 6 Making Babies lesson. In our What is HIV? Lesson there is also a reference to condoms. NB: It is these elements of the curriculum that a parent has the right to withdraw their child.

The DfE statutory guidance states (p. 23) the following in relation to Sex Education:

"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born."

We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson, to help children understand how babies are conceived, particularly before they transition to secondary school to support the pupils' ongoing emotional and physical development effectively, as stated by the DfE. Condoms are also included in this lesson to help pupils understand that pregnancy can be avoided and does not always have to be a consequence of sexual intercourse.

We also believe this to be a safeguarding issue, as children starting secondary school will be mixing with 16 year olds and possibly 18 year olds who will legally be able to have sex – and so by providing sex education in Year 6 we are laying the foundations to further sex education in secondary school, as well as helping children to identify what sexual intercourse is and its potential consequences (pregnancy), and how to avoid it, should anyone be trying to coerce them to engage in sexual activity.

We define menstruation, wet dreams and masturbation (all parts of puberty) as falling within Health Education (under the Changing Adolescent Body section) not Sex Education, and therefore part of the statutory requirements. Naming parts of the body, including genitalia, comes under statutory Relationships Education, within the Being Safe unit; requirement number 7: '*How to report concerns or abuse, and the vocabulary and confidence to do so*', It also comes under National Curriculum Science where

children are required to be able to name the external body parts and so is again statutory. However, if you feel that your pupils are not ready for this information in the year group it has been suggested within the SCARF curriculum, then you have the flexibility to deliver the lesson in a later year, when you feel it would best meet your pupils' needs.